

## **The Charter School Performance Framework**

### **City of Indianapolis, Office of the Mayor**

At the center of the Mayor's Office's accountability system is the Performance Framework. Under this framework, a school's success will be measured by its performance relative to four questions:

#### **Key Guiding Questions**

- *Is the educational program a success?*
- *Is the organization effective and well-run?*
- *Is the school meeting its operations and access obligations?*
- *Is the school providing the appropriate conditions for success?*

While all four areas are important, the first three will form the basis of the Mayor's ultimate renewal decisions. The fourth question will serve to provide a rich picture of the school for parents and the public, give valuable feedback to the school about how it is working, and provide the Mayor's Office early on with important feedback about any shortcomings at the schools that must be addressed.

When measuring a given school's performance, the school leadership and the Mayor's Office will examine several sub-questions in relation to each of the four core questions:

#### **Is the educational program a success?**

- 1.1. Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?
- 1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?
- 1.3. Is the school outperforming schools that the students would have been assigned to attend?
- 1.4. Is the school meeting its school-specific educational goals?

#### **2. Is the organization effective and well-run?**

- 2.1. Is the school in sound fiscal health?
- 2.2. Are the school's student enrollment, attendance, and retention rates strong?
- 2.3. Is the school's board active and competent in its oversight?
- 2.4. Is there a high level of parent satisfaction with the school?
- 2.5. Is the school administration strong in its academic and organizational leadership?
- 2.6. Is the school meeting its school-specific organizational and management performance goals?

- 3. Is the school meeting its operations and access obligations?**
  - 3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?
  - 3.2. Is the school's physical plant safe and conducive to learning?
  - 3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?
  - 3.4. Is the school properly maintaining special education files for its special needs students?
  - 3.5. Is the school fulfilling its legal obligations related to access and services to with limited English proficiency?
- 4. Is the school providing the appropriate conditions for success?**
  - 4.1. Does the school have a high-quality curriculum and supporting materials for each grade?
  - 4.2. Are the teaching processes (pedagogies) consistent with the school's mission?
  - 4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?
  - 4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?
  - 4.5. Has the school developed adequate human resource systems and deployed its staff effectively?
  - 4.6. Is the school's mission clearly understood by all stakeholders?
  - 4.7. Is the school climate conducive to student and staff success?
  - 4.8. Is ongoing communication with students and parents clear and helpful?

Under the Performance Framework, a school's success will be measured by its performance relative to ***common indicators*** of performance established by the Mayor's Office for all schools it charters and ***school-specific indicators*** developed by each school that reflect its mission and unique goals. Each school's accountability plan is, therefore, based on both common and school-specific indicators.

### **Common Indicators of Performance**

Though each charter school will develop its own indicators of performance, all schools' success will also be measured by a set of ***common*** indicators. These common indicators, many of them required by Indiana state law, will ensure that the public and the Mayor's Office have some level of common information about all schools chartered by the Mayor.

Of particular note, each school must conduct standardized tests of reading and mathematics for students annually. To meet state requirements, schools are required to administer ISTEP+ every fall to students in grades 3-10 (as these tests become available in all grades). The Mayor's Office has an additional requirement that students be tested annually in the fall and spring in order to collect comparable, longitudinal data to measure student growth over the course of the school year. This consistent year-to-year testing will allow the Mayor's Office to assess the "value-added" by each school – the degree to which the school contributes to the learning of its

students. This kind of analysis will in turn prove critical in the Mayor's Office's assessment of school progress.

### **School-Specific Indicators of Performance**

Since each school is unique, it has school-specific goals that are not reflected in the common indicators. The Performance Framework provided above recognizes this fact by including indicators 1.4 and 2.6 as placeholders for school-specific indicators. In addition, indicator 2.2 is "common" in the sense that it applies to all schools, but the specific expected levels of attendance and retention of students will vary by school. Each school will negotiate a set of such indicators with the Mayor's Office over the course of the first year or two of operation.

## **PERFORMANCE FRAMEWORK ASSESSMENT RUBRICS**

The Mayor's Office has developed an assessment system that will be used at mid-term and toward the end of a charter's term to determine the extent to which the school is meeting expectations under the first three questions of the Performance Framework. For each sub-question, the assessment system uses a four-level scale:

- Exceeds standard
- Meets standard
- Approaching standard
- Does not meet standard

The Mayor's Office also will assess each school overall on the first three broad evaluation questions.

Note: In the case of question 3 of the Performance Framework, which addresses legal and charter compliance, there is no rating for "exceeds standard." "Meets standard" is the highest possible rating for that question.

The draft assessment rubrics on the following pages define these performance levels for each of the sub-questions. These rubrics are subject to revision by the Mayor's Office from time to time.

**SECTION 1: Is the educational program a success?**

<b>1.1 Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education's system of accountability?</b>	
Does not meet standard	School has met AYP in less than half of student subgroups for the last two consecutive years.
Approaching standard	School has met AYP in more than half of student subgroups for one of the last two years.
Meets standard	School has met AYP across all student subgroups for the last two years.
Exceeds standard	School has exceeded the AYP target in all student subgroups in at least one of the last two years.
Rating	Comments

**Sources of Evidence:**

The Indiana Department of Education determines a school's AYP and designation status annually.

<b>1.2 Are students making substantial and adequate gains over time, as measured using value-added analysis?</b>	
<b>Rating</b>	<b>Comments</b>
Does not meet standard	Value-added analysis indicates that less than 50% of tested students made sufficient gains.
Approaching standard	Value-added analysis indicates that 50%-74% of tested students made sufficient gains.
Meets standard	Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains.
Exceeds standard	Value-added analysis indicates that at least 90% of tested students made sufficient gains.

**Sources of Evidence:**

Schools must administer a nationally normed standardized test that is approved for use by the Mayor's Office in at least reading and mathematics to students in grades 2 – 11 in both the fall and the spring. The results of these assessments are examined using "value-added" analysis techniques to determine the amount of student learning attributable to the school's efforts. The terms "expected gains" and "minimal," "inadequate," "adequate," and "exemplary" will be defined as the Mayor's Office finalizes its techniques for value-added analysis.

<b>1.3 Is the school outperforming schools that the students would have been assigned to attend?</b>	
Does not meet standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.
Approaching standard	School's overall performance in terms of both proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.
Meets standard	School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.
Exceeds standard	School's performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**

ISTEP+ data provided by the Indiana Department of Education and/or corporations from which a charter school draws enrollment. The Mayor's Office will select schools and/or corporations for comparison. In doing so, it will seek to create a comparison group that is as representative as possible of the schools to which the charter school's students would have been assigned to attend. Its ability to achieve this aim will depend upon the availability of data on which schools would have been the assigned schools of charter school students.

**1.4. Is the school meeting its school-specific educational goals? (Optional)**

*A given school may have several school-specific educational goals in its accountability plan (i.e., 1.4 through 1.X as needed).*

**In relation to each, please indicate one of the following:**

Does not meet standard	School has clearly not met its school-specific educational goal.
Approaching standard	School is making good progress toward meeting its school-specific educational goal.
Meets standard	School has clearly met its school-specific educational goal.
Exceeds standard	School has clearly exceeded its school-specific educational goal.

**Rating**

**Comments**

**Sources of Evidence:**

The evidence will vary depending on the goals of the school. For each school-specific goal, the school will be required to specify the measure to be used to evaluate the school's attainment of the goal. Each measure must be approved by the Mayor's Office as valid (actually measuring the desired result) and reliable (producing consistent results across multiple administrations or graders). The onus will be on each school to develop these measures and to collect and report the data necessary to evaluate success.

## **SECTION 2: Is the organization effective and well-run?**

<b>2.1. Is the school in sound fiscal health?</b>	
Does not meet standard	The school presents concerns in three or more of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.
Approaching standard	The school presents significant concerns in one or two of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.
Meets standard	The school presents significant concerns in no more than <u>one</u> of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor’s Office.
Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.
Rating	Comments

### **Sources of Evidence:**

- a) Results of Indiana State Board of Accounts audit of school finances.
- b) Results of external audit of school finances commissioned by school in accordance with Charter Agreement with the Mayor.
- c) Results of external audit of school finances commissioned by school in accordance with Charter Agreement with the Mayor.
- d) External review of projections submitted by school at the time of this rating.
- e) Mayor’s Office records of timeliness of report submission.

## **2.2. Are the school's student enrollment, attendance, and retention rates strong?**

### ***Over the last three years...***

<b>Rating</b>	<b>Comments</b>
Does not meet standard	The school's actual enrollment consistently falls short of target enrollment by 10% or more. Student attendance and retention rates are consistently below the school's agreed-upon target rates.
Approaching standard	The school's actual enrollment consistently falls short of target enrollment by 1-9%. Student attendance and retention rates are consistently below the school's agreed-upon target rates.
Meets standard	The school is consistently fully enrolled. Student attendance and retention rates are generally at or above the school's agreed-upon target rates.
Exceeds standard	The school is consistently fully enrolled. Student attendance and retention rates consistently exceed the school's agreed-upon target rates.

### **Sources of Evidence:**

Where possible, these data will be obtained from the Indiana Department of Education's official counts. In other cases, schools will report data according to a form prescribed by the Mayor's Office.

### **Notes:**

- “Retention rate” refers to the percentage of eligible students who return to the school from one year to the next.
- Each school will negotiate its own target student attendance and retention rates with the Mayor’s Office to reflect the fact that different schools’ target populations may have different needs. For example, it would not make sense for a school for students in the juvenile justice system to have the same target retention rate as that of a school serving a more conventional population.

<b>2.3. Is the school's board active and competent in its oversight?</b>	
Does not meet standard	The school appears to lack clear, consistent, and competent stewardship. The board lacks the number of members specified in the by-laws; it is not well-balanced in member expertise; there has been consistently high turnover on the board unrelated to the term limits stipulated in the board's by-laws; roles and responsibilities of the board are not clear; it often fails to achieve a quorum.
Approaching standard	Board membership is not complete; there has been some unanticipated turnover on the board unrelated to the term limits stipulated in the board's by-laws; it is reasonably well-balanced in member expertise; roles and responsibilities on the board are reasonably clear; it is difficult to get a quorum; board subcommittees are somewhat active; the board is developing its ability to provide clear, consistent, and competent stewardship.
Meets standard	The board's membership collectively contributes a broad skill set and fair representation of the community; board members are knowledgeable about the school; roles and responsibilities of the board are clearly delineated; board meetings reflect thoughtful discussion and progress in the consideration of issues; overall, the board provides consistent and competent stewardship of the school.
Exceeds standard	The board meets the standard for this sub-question AND: displays exceptional expertise and stewardship, as evidenced by significant board actions to enhance the school over time.
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**

Expert site visit reports; Mayor's Office compliance and governance reviews. These standards and sources of evidence are more fully specified in the Compliance and Governance Handbook, available at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Operating/governance.htm>.

**2.4. Is there a high level of parent satisfaction with the school?**

***Over the past two years of surveys, on average:***

Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.
Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.
Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.
Exceeds standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**

Parent surveys.

<b>2.5. Is the school administration strong in its academic and organizational leadership?</b>	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the board are generally unclear; d) the school's leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the board are generally unclear; d) the school's leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Meets standard	The school's leadership a) has sufficient academic and/or business expertise; b) has been sufficiently stable over time; c) has clearly defined roles and responsibilities among leaders and between leaders and the board; d) actively engages in a process of continuous improvement which has led to some mid-course corrections.
Exceeds standard	The leadership displays exceptional academic and business expertise. Leadership turnover has been manageable and appropriate. Roles and responsibilities among leaders and between leaders and the board are clear. The leadership has established exemplary processes to engage in continuous improvement which have led to significant enhancements to the school over time.
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**

Expert site visit reports; parent and staff surveys.

<b>2.6. Is the school meeting its school-specific organizational and management performance goals? (Optional)</b>	
<i>A given school may have several school-specific organizational goals in its accountability plan (i.e., 2.6 through 2.X as needed). In relation to each, please indicate one of the following:</i>	
Does not meet standard	School has clearly not met its school-specific organizational goal.
Approaching standard	School is making good progress toward meeting its school-specific organizational goal.
Meets standard	School has clearly met its school-specific organizational goal.
Exceeds standard	School has clearly exceeded its school-specific organizational goal.
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**

The evidence will vary depending on the goals of the school. For each school-specific goal, the school will be required to specify the measure to be used to evaluate the school's attainment of the goal. Each measure must be approved by the Mayor's Office as valid (actually measuring the desired result) and reliable (producing consistent results across multiple administrations or graders). The onus will be on each school to develop these measures and to collect and report the data necessary to evaluate success.

## **SECTION 3: Is the school meeting its operations and access obligations?**

<b>3.1. Has the school satisfactorily completed all of its organizational and governance obligations?</b>	
Does not meet standard	School presents significant concerns in two or more of its organizational and governance obligations as specified in the Compliance and Governance Handbook, with no evidence of a credible plan to address them: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes.
Approaching standard	School presents significant concerns in one of its organizational and governance obligations as specified in the Compliance and Governance Handbook, with no evidence of a credible plan to address it: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes
Meets standard	School has substantially completed all of its organizational and governance obligations as specified in the Compliance and Governance Handbook, including: a) maintenance of adequate “compliance and governance binder” containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes. Any concerns are minor and the school presents a credible plan to address them.
Rating	Comments

### **Sources of Evidence:**

Mayor's Office compliance and governance reviews. These standards and sources of evidence are more fully specified in the Compliance and Governance Handbook, available at <http://www.indy.gov.org/eGov/Mayor/Education/Charter/Schools/Operating/governance.htm>.

<b>3.2. Is the school's physical plant safe and conducive to learning?</b>	
Does not meet standard	The facility requires <u>much</u> improvement in order to provide a safe environment that is conducive to learning. Significant health and safety code requirements have not been met AND/OR the school <u>lacks</u> many conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; adequate maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Approaching standard	Significant health and safety code requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It <u>partially</u> – but not fully – provides conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Meets standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**

School's documentation of health and safety code compliance; expert site visit reports; staff and parent surveys.

<b>3.3 Has the school established and implemented a fair and appropriate pupil enrollment process?</b>		
<b>Rating</b>	<b>Comments</b>	<b>Sources of Evidence:</b>
Does not meet standard	The school's enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.	School's documented enrollment policy, marketing materials, Mayor's Office records of parent complaints, Mayor's Office compliance and governance reviews.
Approaching standard	The school's enrollment process complies with applicable law but exhibits one or both the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.	
Meets standard	The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriately; AND the school has engaged in outreach to students throughout the community.	

<b>3.4 Is the school properly maintaining special education files for its special needs students?</b>	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding proper maintenance of special-needs students' files, and requires substantial improvement in order to achieve compliance such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences. A school does not meet the standard if any individual education plans have not been updated within the appropriate timeframe.
Approaching standard	The school is <u>not yet completely</u> fulfilling all of its legal obligations proper maintenance of special-needs students' files, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.
Meets standard	The school is fulfilling its legal obligations regarding special-needs students, as indicated by conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**

Expert site visit teams' reviews of special education compliance; expert site visit reports.

<b>3.5 Is the school fulfilling its legal obligations related To access and services to English as a Second Language (ESL) students?</b>	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is not yet <u>completely</u> fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**

Indiana Department of Education reviews of ESL compliance; expert site visit reports.

**SECTION 4: Is the school providing the appropriate conditions for success?**

<b>4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</b>	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in one of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.

**Sources of Evidence:**

School and state documents; classroom observations; school-wide interviews.

**4.2. Are the teaching processes (pedagogies) consistent with the school's mission?**

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

**Rating****Comments**

**Sources of Evidence:**  
classroom observations; student work samples.

**4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?**

Does not meet standard

The school presents significant concerns in two or more of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.

Approaching standard

The school presents significant concerns in one of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.

Meets standard

The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.

**Rating**

**Comments**

**Sources of Evidence:**

Faculty, administrator, parent and student interviews; school documents.

**4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?**

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.

**Rating****Comments****Sources of Evidence:**

School documents; lesson plans; assessment information; classroom observations; school-wide interviews.

<b>4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</b>	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**

Faculty and administrator interviews; school documents.

**4.6. Is the school's mission clearly understood by all stakeholders?**

Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.

**Rating****Comments****Sources of Evidence:**

Faculty, administrator, parent and student interviews; school documents.

#### **4.7. Is the school climate conducive to student and staff success?**

Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

#### **Rating**

#### **Comments**

**Sources of Evidence:**  
Faculty, administrator and student interviews; classroom observations.

<b>4.8. Is ongoing communication with students and parents clear and helpful?</b>	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**  
Parent and student interviews; school documents.